

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON	School: University Elementary School
Chief School Administrator: DR. NEELY HACKETT	Address: 1 University Place, Irvington NJ 07111
Chief School Administrator's E-mail: nhackett@irvington.k12.nj.us	Grade Levels: K-5
Title I Contact: Eileen Walton	Principal: Cheryl Chester
Title I Contact E-mail: ewalton@irvington.k12.nj.us	Principal's E-mail: cchester@irvington.k12.nj.us
Title I Contact Phone Number: 973-399-6800 x 1673	Principal's Phone Number: 973-399-6826 X1169

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school's budget in 2015-2016.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Read 180 Materials	1	4		\$1,800
Principal-Parent Corner	4	4		\$1,200
PBSIS Incentives	4	4		\$1,000
Field Trips-Transportation	1&2	4		\$1,570.39
Field Trips-Admissions	1&2	4		\$1,000
Saturday Academy	1& 2	4		30,000
Detention	4	4		\$3.186.44

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Cheryl Chester	School Staff--Administration	X	X	X	
Yolanda Dentley	School Staff - Administration	X	X	X	
Jewel Pasler	School Staff—Guidance	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 18, 2014	University Elementary	Comprehensive Needs Assessment	Yes		Yes	
January 21, 2015	University Elementary	Schoolwide Plan Development	Yes		Yes	
May 15, 2015	University Elementary	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	University Elementary Vision/Mission We, the staff and administration of University Elementary School, recognize that it is our responsibility, along with parents and the community to support and nurture our students to their fullest individual potential.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2015-2016 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned?

The program was implemented according to the timeline previously planned. Read180 and My Math were introduced in September and were fully implemented during the 2013-2014 school year.

2. What were the strengths of the implementation process?

The implementation process provided baseline data to identify students eligible to participate as per program guidelines. Full implementation began in September 2013. Professional development was scheduled periodically throughout the school year for teachers in an effort to provide technical assistance and address deficiencies.

3. What implementation challenges and barriers did the school encounter?

The challenges included the implementation of new programs and teacher support; which resulted in schedule changes. An additional challenge was teacher absence when released for professional development.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The strengths included positive perceptions as evidenced by staff feedback and support from the staff while challenges included teacher absence during teacher training and their need to familiarize themselves with the program components.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The plan was discussed at a School Leadership Council meeting, which allowed for parent representation. The plan was also discussed with staff at a faculty meeting.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Verbal feedback from discussions with staff and questions raised at grade level and department meetings indicated that the staff was anxious to implement the program in order to improve student achievement.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Verbal feedback from discussions with parents and community members and questions raised at PTA, School Leadership Council, and Safety Team meetings indicated that the parents were in support of the initiatives included in the plan.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

The delivery method for all intervention programs was by a group session.

9. How did the school structure the interventions?

Students in need of interventions were identified using data and were enrolled in the Read 180 program. Students that needed interventions in math were given extra support to promote success. After school interventions included NJ ASK tutoring.

10. How frequently did students receive instructional interventions?

Students received instructional interventions daily in Language Arts Literacy and Math during ninety-minute instructional blocks. The level of intervention was determined by assessment data. Extended school day interventions were three times per week for an hour each session.

11. What technologies did the school use to support the program?

Read180 and My Math all have technology components that were utilized during instruction. Interactive whiteboards were purchased for teachers that did not have them in their classrooms. Powerschool and e-assessments were also utilized to provide data.

12. Did the technology contribute to the success of the program, and if so, how?

Technology is a large component of the Read 180 program as one rotation is all computer based. As a result, it appears as if technology contributed to the success of that particular program.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2015-2016 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	69		Read 180, Saturday tutoring, weekly professional development for teachers	<p>Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.</p> <p>There was a 20% increase in the pretest and posttest average for fourth grade ELA as a result of the Saturday tutoring program.</p> <p>Administrative walkthrough observations indicate that 72% of the strategies provided at weekly professional development meetings were implemented.</p>
Grade 5	68		Read 180, Saturday tutoring, weekly professional development for teachers	<p>Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.</p> <p>There was a 20% increase in the pretest and posttest average for fourth grade ELA as a result of the Saturday tutoring program.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				Administrative walkthrough observations indicate that 72% of the strategies provided at weekly professional development meetings were implemented.
Mathematics	2013-2014	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	38		My Math, Saturday tutoring, weekly professional development for teachers	<p>The mean score on the Fourth Grade My Math e-assessment administered during Cycle 2 was 78% while the mean score of the Cycle 3 e-assessment was 69%. Although this represents a decrease we are awaiting more data to determine the impact of the program.</p> <p>There was a 20% increase in the pretest and posttest average for fourth grade Math as a result of the after school tutoring program.</p> <p>Administrative walkthrough observations indicate that 72% of the strategies provided at weekly professional development meetings were implemented.</p>
Grade 5	49		My Math, Saturday tutoring, weekly professional development for teachers	<p>The mean score on the Fifth Grade My Math e-assessment administered during Cycle 2 was 69% while the mean score of the Cycle 3 e-assessment was 75%. We are awaiting more data to determine the impact of the program.</p> <p>There was a 20% increase in the pretest and posttest average for fourth grade Math as a result of the after school tutoring program.</p> <p>Administrative walkthrough observations indicate that 72% of the strategies provided at weekly professional development meetings were implemented.</p>

Evaluation of 2015-2016 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	n/a			
Grade 1	n/a			
Grade 2	n/a			

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	n/a			
Grade 1	n/a			
Grade 2	n/a			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	ELA Program Read 180 Systems 44 Guided Reading Differentiated Instruction Learning Centers Read Across America School/District Spelling Bee Independent Reading Reading Incentive Programs Practice Take Home Packets for PARCC Practice in class packets for PARCC District Essay Contest	Yes	Student data; language arts literacy portfolios and journals	<p>Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.</p> <p>Guided reading, differentiated instruction, and learning centers, are elements that are incorporated into daily teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 62% incorporated guided reading, and 68% incorporated learning centers when appropriate.</p> <p>While no quantifiable data is available, District Spelling Bee, Read Across America activities, and District Essay contests are a part of our motivational incentives to increase student interest in English Language Arts.</p> <p>Independent reading projects and PARCC practice tests are assessed and</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					incorporated into the teacher's grade book. Results were used to identify areas and reteach as evidenced by lesson plans
Math	Students with Disabilities	Math Program My Math Differentiated Instruction Journals, Portfolios Learning Centers Practice/review packets for PARCC	Yes	Student data; Math portfolios and journals	<p>My Math was introduced as a new textbook series in the fall of 2012. In order to improve Mathematic skills, teachers were provided with appropriate workshops that focus on different types of programs that could help them teach target students the required skills and strategies to increase proficiency levels.</p> <p>Differentiated instruction, journals, learning centers, and portfolios are elements that are incorporated into daily math teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 68% incorporated learning centers, while 100% incorporated journals and portfolios and when appropriate.</p> <p>PARCC practice tests/review packets are assessed and incorporated into the teacher's grade book. Results were used to identify areas and reteach as evidenced by lesson plans</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA	Migrant	University does not have any migrant students at this time.			
Math	Migrant				
ELA	ELLs	ELA Program Read 180 Systems 44 Guided Reading Differentiated Instruction Learning Centers Read Across America School/District Spelling Bee Independent Reading Reading Incentive Programs Practice Take Home Packets for PARCC and PARCC Practice in class packets for PARCC District Essay Contest	Yes	Student data; language arts literacy portfolios and journals	<p>Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.</p> <p>Guided reading, differentiated instruction, and learning centers, are elements that are incorporated into daily teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 62% incorporated guided reading, and 68% incorporated learning centers when appropriate.</p> <p>While no quantifiable data is available,</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					District Spelling Bee, Read Across America activities, and District Essay contests are a part of our motivational incentives to increase student interest in English Language Arts.
Math	ELLs	Math Program My Math Differentiated Instruction Journals, Portfolios Learning Centers Practice/review packets for PARCC	Yes	Student data; Math portfolios and journals	<p>Independent reading projects and PARCC practice tests are assessed and incorporated into the teacher's grade book. Results were used to identify areas and reteach as evidenced by lesson plans. My Math was introduced as a new textbook series in the fall of 2012. In order to improve Mathematic skills, teachers were provided with appropriate workshops that focus on different types of programs that could help them teach target students the required skills and strategies to increase proficiency levels.</p> <p>Differentiated instruction, journals, learning centers, and portfolios are elements that are incorporated into daily math teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 65% incorporated learning centers, while 100% incorporated journals and portfolios and when appropriate.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC practice tests/review packets are assessed and incorporated into the teacher's grade book. Results were used to identify areas and reteach as evidenced by lesson plans
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ELA All students	ELA Program Read 180 Guided Reading Differentiated Instruction Learning Centers Read Across America School/District Spelling Bee District Essay Contest Independent Reading Reading Incentive Programs Practice Packets for PARCC	Yes	Student data	<p>Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.</p> <p>Guided reading, differentiated instruction, and learning centers, are elements that are incorporated into daily teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 62% incorporated guided reading, and 68% incorporated learning centers when appropriate.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>While no quantifiable data is available, District Spelling Bee, Read Across America activities, and District Essay contests are a part of our motivational incentives to increase student interest in English Language Arts.</p> <p>Independent reading projects and PARCC practice tests are assessed and incorporated into the teacher's grade book. Results were used to identify areas of weakness and reteach as evidenced by lesson plans</p>
Math	Math All Students	Math Program My Math Differentiated Instruction Journals, Portfolios Learning Centers Practice/review packets for PARCC	Yes	Student data	<p>My Math was introduced as a new textbook series in the fall of 2012. In order to improve Mathematic skills, teachers were provided with appropriate workshops that focus on different types of programs that could help them teach target students the required skills and strategies to increase proficiency levels.</p> <p>Differentiated instruction, journals, learning centers, and portfolios are elements that are incorporated into daily teaching. A review of administrative walkthroughs indicates that 60% of the teachers incorporated differentiated instruction, 68% incorporated learning centers, while 100% incorporated journals</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>and portfolios when appropriate.</p> <p>PARCC practice tests/review packets are assessed and incorporated into the teacher's grade book. Results were used to identify areas and reteach as evidenced by lesson plans</p>

Extended Day/Year Interventions – Implemented in 2015-2016 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Saturday Academy	Yes	Attendance and completion of the program	<p>The 2014-2015 third cycle grade distribution for fourth grade ELA indicates that 80% of fourth graders obtained a C or better.</p> <p>There was a 28% increase in the pretest and posttest average for fourth grade ELA as a result of the Saturday tutoring program.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade ELA indicates that 84% of fifth graders obtained a C or</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>better.</p> <p>There was a 30% increase in the pretest and posttest average for fifth grade ELA as a result of the Saturday tutoring program.</p> <p>The 2014-2015 third cycle grade distribution for fourth grade Math indicates that 72% of fourth graders obtained a C or better.</p> <p>There was a 30% increase in the pretest and posttest average for fourth grade math as a result of the after school tutoring program.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade Math indicates that 72% of fifth graders obtained a C or better.</p> <p>There was a 16% increase in the pretest and posttest average for fifth grade Math as a result of the after school tutoring program</p>
Math	Students with Disabilities	Saturday Academy			<p>The 2014-2015 third cycle grade distribution for fourth grade Math indicates that 72% of fourth graders obtained a C or better.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>There was a 30% increase in the pretest and posttest average for fourth grade math as a result of the after school tutoring program.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade Math indicates that 72% of fifth graders obtained a C or better.</p> <p>There was a 16% increase in the pretest and posttest average for fifth grade Math as a result of the after school tutoring program</p>
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless	University does not have any migrant students at this time.			
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Saturday Academy and After School tutoring	Yes	Attendance and completion of the program	In addition to a place in our Saturday Academy University Elementary School began an ELL after school program.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>A review of pre and post test scores of students in the program from session one indicates that students proficiency is increasing.</p> <p>The 2014-2015 third cycle grade distribution for fourth grade ELA indicates that 80% of fourth graders obtained a C or better.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade ELA indicates that 84 % of fifth graders obtained a C or better.</p>
Math	ELLs	Saturday Academy	Yes	Attendance and completion of the program	<p>The 2014-2015 third cycle grade distribution for fourth grade Math indicates that 72% of fourth graders obtained a C or better.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade Math indicates that 72% of fifth graders obtained a C or better.</p>
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				
ELA		Saturday Academy	Yes	Attendance and completion of the program	<p>The 2014-2015 third cycle grade distribution for fourth grade ELA indicates that 80% of fourth graders obtained a C or better.</p> <p>There was a 28% increase in the pretest and posttest average for fourth grade ELA as a result of the after school tutoring program.</p> <p>The 2014-2015 third cycle grade distribution for fifth grade ELA indicates that 84% of fifth graders obtained a C or better.</p> <p>There was a 30% increase in the pretest and posttest average for fifth grade ELA as a result of the after school tutoring program.</p>
Math		Saturday Academy	Yes	Attendance and completion of the program	<p>The 2014-2015 third cycle grade distribution for fourth grade Math indicates that 72% of fourth graders obtained a C or better.</p> <p>There was a 30% increase in the pretest and posttest average for fourth grade math as a result of the after school tutoring program.</p> <p>The 2014-2015 third cycle grade</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>distribution for fifth grade Math indicates that 72% of fifth graders obtained a C or better.</p> <p>There was a 16% increase in the pretest and posttest average for fifth grade ELA as a result of the after school tutoring program</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities and ELL's	Reading First, teachers reviewed and implemented elements from the research. Read 180 Teacher training	yes	Teachers documented strategies in their weekly lesson plans.	100% of ELA teachers' lesson plans for the 2014-2015 school year referenced the use of Reading First for ELA instruction Read 180 was fully implemented in September 2013. The mean lexile score on the pretest was 197. The mean lexile on the post test was 347. This suggests a mean growth of approximately .7 of a school year. 45% of the students in Read 180 met the target. We anticipate more growth after the next assessment is administered.
Math	Students with Disabilities and ELL's	My Math training	Yes	Teacher lesson plans	100% of Math teachers' lesson plans for the 2014-2015 school year referenced the use of My Math for mathematics instruction. Administrative walkthroughs indicate that 100% of teachers responsible for teaching math are using the My Math program.
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA	Migrant	University does not have any migrant			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		students at this time.			
Math	Migrant				
LAL and Math Vertical Articula tion	Students with Disabilities and ELL teachers	On Course lesson planning	Yes	Lesson plans that focus on cluster areas of student weaknesses	During eight professional learning community meetings, teachers discussed ways to increase proficiency levels in ELA and Math by focusing on specific areas of weakness as related to their student performance. 100% of teachers' lesson plans reflected specific strategies to address areas of student weaknesses. Classroom walkthroughs indicated that 72% teachers implemented strategies that were documented in their plans.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Math, Language Arts, Science & Social Studies, teachers of Students with Disabilities, ELL teachers	Data Analysis	Yes	Lesson plans that focus on cluster areas of student weaknesses	Teachers participated in data analysis training and performed item analysis on cycle exams and PARCC practice tests. 100% of teachers' lesson plans reflected re-teaching activities when appropriate, identified as a result of analysis of student performance data.
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Open House Back to School Night Parent-Teacher Conferences	Yes	Parent Signature Sheets	In 2012-2013, 89% of the parents of students with disabilities attended Open House Night. In 2014-2015, 93% of the parents of students with disabilities attended open house night. In 2013-2014, 100% of the parents of students with disabilities attended parent teacher conferences.
Math	Students with Disabilities	Open House Back to School Night Parent-Teacher Conferences	Yes	Parent Signature Sheets	In 2014-2015, 93% of the parents of students with disabilities attended open house night. In 2014-2015, 100% of the parents of students with disabilities attended parent teacher conferences.
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA	Migrant	University does not have any migrant			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		students at this time.			
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All students	Parent-Teacher Conferences, Perception Surveys, Academics, Workshops	Yes	Parent Signature Sheets	<p>Increased parental involvement and student academic and social improvement, honor roll motivation</p> <p>In 2014-2015, 100% of teachers scheduled parent conferences during our District Parent Teacher Conferences with 87% parent participation.</p> <p>During the 2012-2013 school year the survey tool was developed in collaboration with all stakeholders for utilization in 2014-2015.</p>
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – ELA	NJASK 3,4,5 Cycle Grades	<p>Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. The students at University Elementary School show low proficiency levels in ELA.</p> <p>The NJASK tests identified students by the following percentages during the 2014 test administration: LAL Grade 3: 30.8%; Grade 4: 30.5%; Grade 5: 37.5%</p> <p>A comparison of the data from 2012 and 2013: Grade 3 2012 47.1% 2013 33.3% Grade 4 2012 29.0% 2013 31.6% Grade 5 2012 37.7% 2013 26.9%</p> <p>The 2014-2015 final grade distribution indicates that 77% of fifth graders obtained a C or better. Review of 2013-2014 first cycle grade distribution indicates that 86 % of the fifth graders obtained a grade of C or greater. Review of 2012-2013 cycle three data indicates that 75% of fifth graders obtained a C or better. Review of the 2013-2014 data also indicates that 84% of the fifth grade obtained a C or greater. This is an increase of 9%.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																								
Academic Achievement - Mathematics	NJASK 3,4,5 Cycle grades	<p>Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. The students at University Elementary School show low proficiency levels in math.</p> <p>The NJASK tests identified students by the following percentages during the 2014 test administration: Math Grade 3: 41.9%; Grade 4: 45.8%; Grade 5: 41.7%</p> <p>A comparison of the data from 2012 and 2013:</p> <table><tr><td>Grade 3</td><td></td><td></td><td></td></tr><tr><td>2012</td><td>69.1%</td><td>2013</td><td>45.1%</td></tr><tr><td>Grade 4</td><td></td><td></td><td></td></tr><tr><td>2012</td><td>50.6%</td><td>2013</td><td>55.1%</td></tr><tr><td>Grade 5</td><td></td><td></td><td></td></tr><tr><td>2012</td><td>82.6%</td><td>2013</td><td>42.7%</td></tr></table> <p>The 2014-2015 final grade distribution indicates that 79% of fourth graders obtained a C or better. Review of 2013-2014 first cycle grade distribution indicates that 77 % of the fourth graders obtained a grade of C or greater.</p> <p>The 2014-2015 final grade distribution indicates that 87% of fifth graders obtained a C or better. Review of the 2013-2014 data indicates that 72% of the fifth grade obtained a C or greater.</p>	Grade 3				2012	69.1%	2013	45.1%	Grade 4				2012	50.6%	2013	55.1%	Grade 5				2012	82.6%	2013	42.7%
Grade 3																										
2012	69.1%	2013	45.1%																							
Grade 4																										
2012	50.6%	2013	55.1%																							
Grade 5																										
2012	82.6%	2013	42.7%																							
Family and Community Engagement	Parent/Teacher Conferences, PTA, Back to School Night	<p>Parent involvement is a crucial component of student success. Parental involvement has increased based on sign-in sheets. In 2014-2015, 65% of the parents attended our open house. Approximately 10% of our parents/PTA members attend our monthly PTA meetings.</p> <p>In 2014-2015, 87% of parents attended parent teacher conferences during our District Parent Teacher Conferences.</p>																								

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Professional Development	<p>In and out of district workshops, Faculty Meetings, and surveys</p> <p>Surveys are collected by the district at the conclusion of professional development meetings. We are awaiting results from the June 2014 professional development survey.</p>
Leadership	Principal, Assistant Principal, School Leadership Council (SLC)	Support and collaboration of the committee goals and objectives. A review of walk through data suggests that 72% of teachers incorporated administrative suggestions into their routines.
School Climate and Culture	HFP's, Suspensions	<p>In 2012-2013, a 2% decrease in suspensions was noted; however, there was an 8% increase in home for parent conferences. SLC meets monthly to promote collaboration between parents, school staff, and the community.</p> <p>During the 2014-2015 school year, there was a 5% increase in student Home for Parents. However, there was a 9% decrease in student suspensions. This suggests that the school's Positive Behavioral Intervention and Support Program along with parental support is effective in addressing discipline needs before they result in suspensions.</p>
School-Based Youth Services		
Students with Disabilities	NJASK 3,4,5 Cycle grades	<p>Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. The students at University Elementary School show low proficiency levels in LAL.</p> <p>Identified inclusion students are exposed to the same curriculum with in class support. Review of report cards for those students indicates average progress; which suggests that students with disabilities are benefiting from the services of an in-class support teacher. Based on the limited number of students (<10) the school is not required to disaggregate the data on students with disabilities.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students		As a result of communication with the school social worker, guidance counselor, and parent coordinator the school has developed a protocol for monitoring the status of homeless students. At this time, University Elementary School does not have any homeless students.
Migrant Students		
English Language Learners	NJASK 3,4,5, ELL Access Testing, Cycle Grades	Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. The students at University Elementary School show low proficiency levels in LAL.
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its needs assessment?

The new school wide plan template was distributed to administrators in order to begin revisions. This review included an analysis of such documents as the Annual Needs Assessment, Nine Essential Elements, Instructional Priorities, standardized test scores, parental surveys, etc. The objective of the review was to revise the plan to reflect school's needs for 2015-2016.

2. What process did the school use to collect and compile data for student subgroups?

The Director of Testing/Assessment disaggregates all state test scores and disseminates data to building Principals who, in turn, analyze said data with their Data Team and School Leadership Committee. In addition, all cycle test scores are analyzed by the Content Area Supervisors. This data is discussed with instructional staff at faculty meetings and academic team meetings.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data collection methods are statistically sound because they are based on student test data that is both disaggregated and multi-criteria in nature. The data collected references both state and district level student performance. District professional development objectives are aimed at cultivating opportunities for data analysis to ensure that instructional objectives and benchmark assessments are reliable relative to the inter-item, inter-observer, and test/retest principles.

4. What did the data analysis reveal regarding classroom instruction?

Data analysis revealed that data is not shared consistently and ineffectively used to drive instruction.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Data analysis revealed that staff development was generic and not results based. Furthermore, staff development was not collaborative and offered no formal protocols for staff to share effective strategies/research as evidenced by staff survey data.

6. How does the school identify educationally at-risk students in a timely manner?

At risk students are identified in a timely manner via the following:

- Analysis of test scores from previous year identifies students for appropriate scheduling
- Analysis of report cards identifies students for after school program eligibility
- The I&RS team also helps to identify potentially at-risk students.

7. How does the school provide effective interventions to educationally at-risk students?

At risk students are provided with effective assistance via the following:

- Pre/Post testing identifies students throughout the school year for immediate remediation
- Cycle tests are another diagnostic tool for early intervention/remediation of at risk students
- IR & S interventions

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- Communication with students and parents via the department of Guidance and Counseling.

8. How does the school address the needs of migrant students?

At this time University Elementary School does not have any known migrant students.

9. How does the school address the needs of homeless students?

At this time University Elementary does not have any homeless students. When we are notified of a potential student being homeless, our school social worker then verifies the status. Our social worker then refers parents to local agencies based on need. Services are also offered onsite by the guidance counselor, parent coordinator, and nurse.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers, via faculty meetings, were engaged in developing multi-dimensional assessments such as rubrics, open-ended questions, and authentic assessments. These assessment development meetings were a result of the needs assessment completed by the School Data Team.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

- Kindergarten Orientation
 - A. Preschoolers visit neighborhood schools to meet the teaching staff.
 - B. Preschoolers tour the school building with their parents.
 - C. Preschoolers participate in mini lessons and other academic activities.
 - D. Preschool intervention team is available to assist with transitioning
- Middle school transition meetings and school visitations are also promoted to help students and parents to transition.

12. How did the school select the priority problems and root causes for the 2015-2016 school-wide plan?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Data analysis and review of standardized test scores and district cycle tests were used to determine the priority problems.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	<p>Failure to meet the annual performance target in English Language Arts</p> <p>Priority problems are identified through analysis of PARCC results with supporting data from multiple measures such as: cycle grade distribution, district made cycle tests, district and assessment item analysis.</p>	<p>Failure to meet the annual performance target in Math.</p> <p>Priority problems are identified through analysis of PARCC results with supporting data from multiple measures such as: cycle grade distribution, district made cycle tests, district and assessment item analysis.</p>
Describe the root causes of the problem	Classrooms are populated with students of varied and divergent ability levels. Although lesson objectives are aligned to Common Core Standard the varied ability levels require individualized interventions to address identified needs.	Classrooms are populated with students of varied and divergent ability levels. Although lesson objectives are aligned to Common Core Standard the varied ability levels require individualized interventions to address identified needs.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA	Math
Name of scientifically research based intervention to address priority problems	Read 180, differentiated instruction, guided reading, Fountas & Pinnell, ELA/Math departmentalization in grades 3, 4& 5	Differentiated instruction, First in Math, My Math, ELA/Math departmentalization in grades 3, 4& 5
How does the intervention align	All teaching materials are researched based and	All teaching materials are researched based and

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

with the Common Core State Standards?	aligned with the Common Core Standards.	aligned with the Common Core Standards.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Professional Development	School climate and environment
Describe the priority problem using at least two data sources	Classrooms observations and analysis of administrative walkthroughs indicate that teachers need to learn strategies to manage classrooms and incorporate educational interventions such as differentiated instruction to address the diversity of student needs.	Discipline referrals Home for Parent/Suspensions Guidance/ HSSC referrals I&RS/Child team referrals
Describe the root causes of the problem	Lack of collaborative planning and job embedded sustained professional development in past years.	Increased number of discipline referrals, student suspensions, HFP's, and guidance referrals all indicate that more students require more behavioral interventions.
Subgroups or populations addressed	Teachers	Teachers, students, and parents
Related content area missed (i.e., ELA, Mathematics)	n/a	n/a
Name of scientifically research based intervention to address priority problems	Best practices in professional development, Common Core Standards Common planning in grades 3-5 has been implemented on a bimonthly basis as well as grade level meetings once per month. This gives teachers an opportunity to collaborate.	Positive Behavior Support

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How does the intervention align with the Common Core State Standards?	Professional development based on NJ Professional Standards for Teachers	Positive behavior supports helps modify behavior to students can focus on academics.
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA and Math	Students with Disabilities	Read 180, differentiated instruction, guided reading, Fountas & Pinnell, My Math, ELA/Math departmentalization in grades 3, 4& 5	Principal, Supervisors, Teachers	By June 2015, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Differentiated Instruction, Guided Reading, technology integration
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA and Math	All Students	Differentiated instruction, guided reading, Fountas & Pinnell, ELA/Math departmentalization in grades 3, 4& 5	Principal, Supervisors, Teachers	By June 2015, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Differentiated Instruction, Guided Reading

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA and Math	ELLs	Read 180, differentiated instruction, guided reading, Fountas & Pinnell, My Math, ELA/Math departmentalization in grades 3, 4& 5	Principal, Supervisors, Teachers	By June 2015, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Differentiated Instruction, Guided Reading, technology integration
ELA	Economically Disadvantaged		Principal, Supervisors, Teachers		
Math	Economically Disadvantaged		Principal, Supervisors, Teachers		
ELA	All Students	Read 180	Principal, Supervisors, Teachers	By June 2015, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts.	Differentiated Instruction, Guided Reading, small group
Math	All Students	My Math, differentiated instruction,	Principal, Supervisors, Teachers	By June 2015, there will be a 5% increase in students scoring proficient on state standardized	Differentiated Instruction, technology integration

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		ELA/Math departmentalization in grades 3, 4& 5		tests by meeting the New Jersey Department of Education's Annual Performance Target in Mathematics.	

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA	Migrant	University does not have any migrant students at this time.			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant				
All content areas	All Students	Educational Field Trips/Clubs	Principal, Teachers	By June 2016, there will be a 5% increase in student cycle grades as a result of providing students with academically enriching activities such as educational field trips and clubs.	Extended School Day
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students Grades 1-5, ELL's, & Students with disabilities	PARCC Saturday Academy tutoring	Principal, Teachers	Attendance, pre/post test evaluation, and completion of the program By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts.	Students that completed the 2014-2015 Saturday Academy experienced an approximate 20% growth rate as evidenced in the post test.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All Students Grades 1-5, ELL's, & Students with disabilities	PARCC Saturday Academy tutoring	Principal, Teachers	Attendance, pre/post test evaluation, and completion of the program By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts.	Students that completed the 2014-2015 Saturday Academy experienced an approximate 20% growth rate as evidenced in the post test.

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities				
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
ELA	Migrant	University does not have any migrant students at this time.			
Math	Migrant				
ELA and Math	All teachers grades K-5	Differentiated Instruction	Principal Supervisors	By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).
ELA and Math	All teachers grades K-5	Effective use of Learning Centers	Principal Supervisors	By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				English Language Arts and Mathematics.	
ELA and Math	All teachers grades K-5	Student Engagement	Principal Supervisors	By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).
ELA and Math	All teachers grades K-5	Student/Peer feedback	Principal Supervisors	By June 2016, there will be a 5% increase in the students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).
ELA	All teachers grades K-5	Professional Development: In-district and out of district workshops, professional learning community meetings	Principal LAL Supervisor	By June 2016, there will a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in	Fountas & Pinnell, guided reading, Read 180 Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		and grade level meetings on Guided Reading and Fountas & Pinnell		English Language Arts.	
Math	All teachers grades K-5	Professional Development: In-district workshops, professional learning community meetings and grade level meetings on My Math	Principal Math Supervisor	By June 2016, there will be a 5% increase in students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics.	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K.(2001).

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the school-wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? The review will be conducted internally by the administration and school leadership council with results reviewed with all stakeholders.
2. What barriers or challenges does the school anticipate during the implementation process?
Anticipated barriers include buy-in from staff and the ability to provide quality professional development.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
The development, implementation, and review of the plan will be discussed at staff meetings, School Leadership Council Meetings, and monthly PTA meetings.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
The school will develop a survey in order to gauge the perceptions of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
The school will develop a survey to be completed at a PTA meeting in order to gauge the perceptions of the community.
6. How will the school structure interventions?
The interventions will be structured according to student needs as identified through analysis of data.
7. How frequently will students receive instructional interventions?
Students will receive instructional interventions as much as the scheduling of staff allows. We anticipate approximately three times per week.
8. What resources/ technologies will the school use to support the school-wide program?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The school will use all available resources to support the school-wide program. Any staff with open schedules will be used to support ELA and Math instruction.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Data from NJ ASK, cycle grades, benchmark assessments, before/after school programs, surveys, will all be utilized to determine the effectiveness of the interventions.

10. How will the school disseminate the results of the school-wide program evaluation to its stakeholder groups?

The school will present the results of the program to all stakeholders at staff, school leadership council, and PTA meetings. Results when appropriate will be included on the school website.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	University does not have any homeless students at this time.			
Math	Homeless				
All	Parents	Parent-Teacher Conferences	Principal Parent Coordinator	By June 2016, there will be a 5% increase in the students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts and Mathematics as a result of teachers, parents, and students partnering to address an increase in student achievement.	Research indicates that if parents are actively engaged in their child's education, students will perform better on state assessments and school in general.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Parents	Parent Workshops, PTA meetings, Evening Field Trips, Back to School Night are programs that have been implemented to have parents involved in their students' academic and social endeavors.	Principal Parent Coordinator	By June 2016, there will be a 5% increase in the students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts as a result of teachers, parents, and students collaborating	Research indicates that if parents are actively engaged in their child's education, students will perform better on state assessments and school in general.
Math	Parents	Parent Workshops, PTA meetings, Evening Field Trips, Back to School Night are programs that have been implemented to have parents involved in their students' academic and social	Principal Parent Coordinator	By June 2016, there will be a 5% increase in the students scoring proficient on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in Mathematics as a result of teachers, parents, and students collaborating.	Research indicates that if parents are actively engaged in their child's education, students will perform better on state assessments and school in general.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Current parental practices and programs revolve around monthly PTA meetings, family nights, and parental workshops. These parental involvement activities help increase student achievement by increasingly focusing on academic issues. By analyzing test data with parents, one or more stakeholder is brought onto the team to improve test cluster scores.

2. How will the school engage parents in the development of the written parent involvement policy?

University Elementary will provide opportunities for parents to give input into the development and ongoing revision of the policy during monthly School Leadership Council and PTA meetings.

3. How will the school distribute its written parent involvement policy?

At the beginning of each school year the parent involvement policy is distributed to parents to review during initial registration for students new to the district and in school welcoming packets for returning students. The parent involvement policy is also posted on the district website and each individual school website.

4. How will the school engage parents in the development of the school-parent compact?

The school-parent compact was developed with input from parents during a PTA meeting in September 2013.

5. How will the school ensure that parents receive and review the school-parent compact?

At the beginning of each school year the compact is included in the student handbook for parents. It is also included on the district website and at monthly Board of Education Meetings.

6. How will the school report its student achievement data to families and the community?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

The school district has a website where all information relating to district reports can be obtained. Information is also published in the “Irvington Herald” and “Star Ledger”. The Annual School Report card is also sent to all parents and test results are reported to the public at a Board of Education meeting. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The Office of Government Programs sends a letter to parents annually notifying them whether or not the district has met their Title III objectives.

7. How will the school inform families and the community of the school’s disaggregated assessment results?

Parents will receive school’s disaggregated assessment results in the mail. Furthermore, they can receive this information in a conference with the Guidance Counselor.

8. How will the school involve families and the community in the development of the Title I School-wide Plan?

University Elementary will provide opportunities for parents to give input into the development and ongoing revision of the Title I School-wide Plan during monthly School Leadership Council and PTA meetings. The district also has a annual meeting in which all parents are invited to attend.

9. How will the school inform families about the academic achievement of their child/children?

Parents/guardians will receive a report of their children’s performance on the NJASK. During the September PTA Meeting and Parent Advisory Committee meeting, parents will be instructed on how to interpret these results. Report cards, progress reports, and parent teacher conferences also inform families on the academic achievement of their students.

10. On what specific strategies will the school use its 2015-2016 parent involvement funds?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Parent involvement programs focused on parent workshops field trips, assemblies, and incentives aimed at improving student performance in Mathematics and English Language Arts.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	39	Different types of incentives to retain the teachers: <ul style="list-style-type: none"> • Veterans teachers will mentor new teachers (in school) • Professional Development that fit their needs in/out of district • Staff professional development meeting ongoing • District mentorship • Tuition reimbursement for advance studies • Supervisors are available in providing their supports Certificates with Professional Development Hours
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	8	Paraprofessionals are hired and evaluated by the Essex Regional Educational Services Commission.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The school district has its job postings on New Jersey Hire, on the Internet, and in every school. Once teachers are hired, they received professional support from the district supervisors, Director of Staff Development, and the building principal.	Human Resources